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AUTHOR Chenoweth, Roberta
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ABSTRACT

A West Virginia Project revised instruments and processes and developed procedural guidelines for evaluating prevocational exploration programs. Evaluation processes were initiated during the 1978-79 school year, when Berkeley, Fayette, and Ritchie counties entered their third year of this program for ninth and tenth grade students. Instruments were prepared to measure the amount of information students had about themselves, occupations, and career decision making. Pre- and post-test data were collected during the 1976-77 and 1977-78 school years. An instrument was also developed to monitor processes used by instructional personnel to deliver prevocational exploration. It was administered during 1976-77. Longitudinal followup studies begun during 1978-79 placed primary emphasis on choices made by 1976 programs. (The narrative portion contains extensive data tables. Appendixes, amounting to approximately one-half of the report, include the questionnaires, Descriptive and Procedural Guidelines for Evaluating Prevocational Exploration Programs in West Virginia, and followup instruments.) (YLB)

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ED201843

Refinement of Instruments and Processes Used In Evaluating the Effectiveness of Prevocational Exploration Programs in West Virginia

Final Report

Project Director: Dr. Everett Harris
Prepared By: Roberta Chenoweth

March 1981

Department of Occupational, Adult, and Safety Education

Marshall University
Huntington, West Virginia

CE 028 936

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.:

2. GRANT NO.:

3. TITLE OF PROJECT: Refinement of Instruments and Processes Used in Evaluating the Effectiveness of Prevocational Exploration Programs in West Virginia

4. GRANTEE ORGANIZATION:

5. PROJECT DIRECTOR: Dr. Everett Harris

6. PERIOD COVERED: FROM June 15, 1978 TO June 30, 1979

7. ACCOMPLISHMENTS *(including significant findings)* DURING THIS PERIOD. *(Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.)*

Instruments and processes were revised and procedural guidelines for evaluating prevocational exploration programs were developed.

8. MAJOR ACTIVITIES AND EVENTS.

Project staff members conducted on-site visitations to the schools. Instruments were field tested in the participating counties.

9. PROBLEMS.* *(Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)*

Completion of the project activities was delayed due to turnover within the project staff.

10. PUBLICITY ACTIVITIES.* *(Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)*

N/A

11. DISSEMINATION ACTIVITIES.* *(Describe method of dissemination; identify recipients of dissemination activities.)*

The document entitled, "Descriptive and Procedural Guidelines for Evaluating Prevocational Exploration Programs in West Virginia", is to be contained in the "Guide for Establishing Programs of Prevocational Exploration".

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

13. OTHER ACTIVITIES.*

14. STAFF EMPLOYMENT AND UTILIZATION.* *(Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)*

Dr. Everett Harris, project director, resigned his position at Marshall University August 18, 1978. Dr. J. L. Adkins assumed the responsibility for the project August 20, 1978. Dr. Adkins left Marshall University May 1, 1979. (See below)

15. STAFF DEVELOPMENT.* *(Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)*

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

14. continued Elizabeth Kendall, research associate left Marshall University in August, 1979. Roberta Chenoweth assumed the responsibilities of research associate in September, 1979.

PROBLEM STATEMENT

The problem addressed in this project was to provide efficient means for determining the effectiveness of comprehensive programs of prevocational exploration in West Virginia.

Background and Need

Comprehensive programs of prevocational exploration (Guide for _____, 1976) were initiated in three West Virginia Counties during the fall of 1976. The major program goal is to assist 9th and 10th grade students with the processes of making informed and meaningful occupational choices.

The primary delivery system for prevocational exploration in West Virginia is provided by practical arts/vocational teachers in a laboratory setting. The occupational clustering for this delivery system is as follows (Guide for _____, 1976):

1. Business Occupations Exploration Laboratory: Business and Office, Distribution and Marketing, Communications and Media.

2. Environmental Occupations Exploration Laboratory: Agri-Business and Natural Resources, Environment, Marine Science, and Recreation.

3. Industrial Occupations Exploration Laboratory: Manufacturing Construction, Transportation, Fine Arts and Humanities.

4. Service Occupations Exploration Laboratory: Consumer and Homemaking, Health, Personal Service, and Public Service.

Suggested prevocational exploration goals, program objectives and product objectives have been developed (Harris, 1977). Process objectives for prevocational exploration consist primarily of providing "hands-on" experiential learning in a laboratory setting.

A comprehensive prevocational exploration program consists of providing students with experience in the four major occupational clusters listed above. The concepts and processes also require a strong guidance component to assist youth with assessing the relationships of information about occupations, concepts of self and career decision-making skills.

The Level I program (primarily 9th grade students) is designed to consist of four major areas of exploration. Most counties rotate Level I students through all four areas. Some counties require all 9th grade students to participate.

The Level II program is an elective program for 10th grade students who have completed Level I. These students explore in more depth, specific occupational areas of their choice.

School Systems need assistance in efficiently determining the effectiveness of comprehensive programs of prevocational exploration. Berkeley, Fayette, and Ritchie counties entered their third year of prevocational exploration during the 1978-1979 school year. This provided an opportune time to initiate evaluation processes.

Since the primary purpose of the program is to assist students in the processes of making meaningful, realistic occupational choices, instruments were prepared to measure the amount of the information students have about themselves, occupations, and career decision-making. Higher scores could mean that students can make more informed occupational choices. Pre and posttest data were collected during the 1976-1977 school year. The instruments were used in a similar manner during the 1977-1978 school year.

An instrument was also developed to monitor the processes used by the instructional personnel to deliver prevocational exploration (Harris and Kendall, 1977). These instruments were administered during the 1976-1977 school year.

Longitudinal follow-up studies were begun during the 1978-1979 school year. A primary emphasis was placed on the choices that the 1976 9th grade students made about secondary vocational education programs. It was also necessary to identify barriers that prevented students from enrolling in their first choice program. Other kinds of longitudinal indicators were considered, e.g., drop-out rate.

The data collected on the 1976 9th grades and the process information on prevocational exploration programs during the 1976-1977 school year was analyzed. This provided a means to assess the predictive validity of the instruments.

QUESTIONS TO BE ANSWERED/PRODUCTS TO BE DEVELOPED

1. What are appropriate indicators to measure the effectiveness of comprehensive prevocational exploration programs?

   1. Pre/posttest student survey responses
   2. Teacher and counselor responses and opinions
   3. Follow-up study comparisons of prevocational exploration participants and nonparticipants in relation to vocational enrollments and drop-out rates

2. Are the current instruments and processes providing useful information?

   Utilization of current instruments and processes did provide useful information. To allow for collection of more detailed information, the PVE-1 form was revised and a Student Questionnaire was developed.

3. What are efficient processes for collecting longitudinal information?

   Efficient processes for collecting longitudinal information were identified as follows:

   1. Students' names should be recorded while they are in the grade level of the prevocational exploration program. Indication should be given as to whether or not each student participated in prevocational exploration.
   2. Follow-up data related to vocational program choices, retentions in vocational programs, and student drop-outs should be added when the students are in the eleventh grade.
   3. Each 11th grade student who participated in prevocational exploration at the 9th or 10th grade level should complete a Student Questionnaire.

4. How do the behaviors exhibited by the 1976 9th graders who participated in a comprehensive prevocational exploration program differ during the 11th grade from nonparticipants?

   Because of the limited data collected, no differences could be determined.

5. Are there barriers which prevent students from developing their first choice and what are the effects?

   Barriers which prevented students from enrolling in their first choice vocational programs were identified.

6. Who are the audiences for the evaluation and what information do they need?

   The audience identified for evaluation consisted of students and related educational personnel in Berkeley, Fayette, and Ritchie Counties. Participants were provided with instruments and instructions for conducting the evaluation.

7. Do prevocational exploration programs promote unbiased career decision-making?

   To the extent possible, prevocational exploration programs promote unbiased career decision-making.

8. What kinds of information are needed by the Department of Education when evaluating prevocational exploration programs as part of the State evaluation of county vocational programs and how should the information be collected?

   Information needed by the State Department of Education for use in evaluating prevocational exploration programs was identified as follows:

   1. Pre/posttest student survey responses
   2. Teacher and counselor responses and opinions
   3. Follow-up study comparisons of prevocational exploration participants and nonparticipants in relation to vocational enrollments and drop-out rates.

   This information should be compiled during the fourth year of a county's State Vocational Evaluation cycle. Evaluation instruments will be supplied to participating schools by the Occupational, Adult, and Safety Education Department at Marshall University, and should be returned to the OAS Department for scoring and evaluation.

9. Products will consist of the following:

   9.1 Final Report
   9.2 Set of descriptive and procedural guidelines for evaluating prevocational exploration programs as part of the State evaluation of county vocational education.

PROCEDURES

The work performed consisted of the following tasks and procedures:

1. Select format for final report

The audience identified for evaluation consisted of students and related educational personnel in Berkeley, Fayette, and Ritchie Counties. Refined instruments and processes were administered to prevocational exploration personnel within the indicated counties during the 1978 school year. Survey instruments were administered within the 3 counties to all ninth graders enrolled in Level I prevocational exploration programs during the fall of 1978. The population for the longitudinal follow-up procedures study was composed of eleventh grade students during the fall of 1978 who participated in a prevocational exploration program during the 1976-77 school year. For comparative purposes, nonparticipants included in this study consisted of the following:

Berkeley County	- Students attending the James Rumsey Center from Jefferson and Morgan Counties
Fayette County	- Students from all schools except Valley High School
Ritchie County	- Students from Pennsboro High School and students attending the PRT Vocational Center from Pleasants and Tyler Counties

Information was obtained from participating educational personnel through written communications and on-site visitations by the project staff. Task force approval was obtained. A listing of task force members and the project staff is contained in Appendix A.

2. Prepare list of indicators that are related to the effectiveness of comprehensive prevocational exploration programs

Indicators related to the effectiveness of comprehensive prevocational exploration programs were requested from local educational and State Department personnel. The following indicators related to the effectiveness of comprehensive prevocational exploration programs were identified:

1. Pre/posttest student survey responses
2. Teacher and counselor responses and opinions
3. Follow-up study comparisons of prevocational exploration participants and nonparticipants in relation to vocational enrollments and drop-out rates.

Selected review of literature was conducted. Task force review and approval was obtained.

3. Review products and processes being used to evaluate prevocational exploration programs in West Virginia

Instruments in use since 1976 to evaluate prevocational exploration programs in West Virginia consisted of a form entitled "Evaluating Processes And Materials Used For Instructional Activities In Prevocational Exploration Education (PVE-1), and student survey instruments administered in a pre/posttest sequence.

The PVE-1 and Teacher-Counselor Questionnaire were revised by the project staff and the task force. A Student Questionnaire was developed to assist in the follow-up evaluation process. PVE-1, Teacher-Counselor Questionnaire, and Student Questionnaire are contained in Appendix B.

Survey of General Career Information and cluster surveys were analyzed by the project staff and the task force. Problems related to the cluster surveys were identified and discussed. The task force recommended that the cluster surveys remain in use until core curriculums for the clusters are identified. As core curriculums are established, related cluster surveys should undergo revision. Task force input and approval was obtained.

4. Develop procedures for conducting longitudinal student follow-up of 1976 ninth grade participants of comprehensive prevocational exploration programs. A major emphasis will be on entry into and retention in eleventh grade vocational programs.

The following objectives for a longitudinal student follow-up were defined:

1. Determine the percentage of prevocational exploration students who enter various vocational education programs in comparison to nonprevocational exploration students.
2. Determine the rate of retention in selected vocational programs of prevocational exploration students in comparison to nonprevocational exploration students.
3. Determine the drop-out rate of prevocational exploration students in comparison to nonprevocational exploration students.

Information to be collected in relation to the follow-up study objectives was identified as follows:

1. Number of prevocational exploration participants who entered vocational programs as juniors
2. Number of nonparticipants who entered vocational programs as juniors
3. Number of prevocational exploration participants who chose to pursue the same vocational areas as seniors
4. Number of nonparticipants who chose to pursue the same vocational areas as seniors
5. Number of prevocational exploration participants who dropped out of school prior to their junior year
6. Number of nonparticipants who dropped out of school prior to their junior year

Procedures were prepared for collection of follow-up information. Sample correspondence, instructions, and instruments for collection of data are contained in Appendix C. Task force review and approval was obtained.

5. Collect and analyze data and information on programs of comprehensive prevocational exploration during their third year of operation in Berkeley, Fayette, and Ritchie Counties.

Prevocational exploration personnel responded to revised PVE-1 forms and Teacher-Counselor Questionnaires during the 1978-79 school year.

Student surveys, general and cluster, were administered to level I prevocational exploration students during the 1978-79 school year. As a result of project staff turnover, response cards from the 1978-79 administration of student surveys were not scored or evaluated. Results from administration of surveys the previous school year, 1977-78, are presented in this report.

Student follow-up procedures were administered during the 1978-79 school year. School administrators and guidance counselors were provided with instructions for conducting follow-up study and data collection instruments. Project staff members visited the sites and assisted in the data collection process. Names of ninth grade students for the 1975-76 and 1976-77 school years were obtained by project staff members from home room registers.

Primary emphasis was placed upon the analysis of 1976 ninth grade participants' entry rate into eleventh grade vocational education programs and retention rates in these programs. Barriers to students unable to participate in the vocational program of their choice were identified.

6. Prepare descriptive and procedural guidelines for evaluating prevocational exploration programs as part of the State evaluation of county vocational programs.

Evaluation of prevocational exploration programs should provide the State Department with the following types of information to be used in evaluating county vocational programs:

1. Pre/posttest student survey responses
2. Teacher and counselor responses and opinions
3. Follow-up study comparisons of prevocational exploration participants and nonparticipants in relation to vocational enrollments and drop-out rates.

Current descriptive and procedural guidelines were reviewed and revised.

It was recommended by the task force that all prevocational exploration programs be evaluated during the first year of implementation, and during the second and fourth years of the county's vocational evaluation cycle. Due to the cost involved and the amount of time required to conduct the evaluation, State Department

personnel recommended that evaluation of prevocational exploration programs be conducted only during the fourth year of a county's vocational evaluation cycle. Revised guidelines are based upon the recommendation submitted by State Department personnel.

A document entitled, "Descriptive and Procedural Guidelines for Evaluating Prevocational Exploration Programs in West Virginia", is contained in Appendix D.

7. Prepare copies of guidelines and final project report for dissemination.

Population and Sample

Population

1. The population for the refined instruments and processes to evaluate ninth grade (Level I) programs during the 1978-79 school year consisted of students and related educational personnel in Berkeley, Fayette, and Ritchie Counties. The students were all ninth graders enrolled in Level I programs during the fall of 1978. The educational personnel consisted of teachers and guidance counselors who were responsible for prevocational exploration in each county.

2. The population for the longitudinal follow-up procedures study was composed of eleventh graders during the fall of 1978 who participated in prevocational exploration programs during the 1976-1977 school year. For comparative purposes, nonparticipants included in this study consisted of the following:

   Berkeley County - Students who attended the James Rumsey Center from Jefferson and Morgan Counties

   Fayette County - Students from all schools except Valley High School @ Smithers

   Ritchie County - Students from Pennsboro High School and students who attended the PRT Vocational Center from Pleasants and Tyler Counties

Sample

1. The samples for the refined instruments and processes phase to evaluate ninth grade (Level I) programs during the 1978-1979 school year were selected as follows:

   1.1 Insofar as cooperation was obtained, prevocational exploration students were identified randomly to complete the survey instruments. N of 20 per instrument per school was sought.
   1.2 Surveys were administered at each school site in the three counties.
   1.3 Students were expected to complete only those instruments related to experiences that had been provided in the prevocational exploration program.

2. The samples for the longitudinal follow-up procedures study were selected as follows:

   2.1 Participants who were enrolled in a vocational program during the eleventh grade.
   2.2 Participants who dropped out of a vocational program during the eleventh grade.
   2.3 Nonparticipants who were enrolled in a vocational program during the eleventh grade.
   2.4 Nonparticipants who dropped out of a vocational program during the eleventh grade.

Student survey instruments, Survey of General Career Information and cluster surveys were administered to level 1 prevocational exploration students during the 1978-79 school year. Results of student surveys administered the previous school year, 1977-78, are presented in this report.

Project staff members and State Department personnel identified schools which they felt evidenced effective prevocational exploration programs. Judgments were based upon contacts with instructional personnel through workshops and on-site visits to the schools. Schools identified as having strong programs, tended to demonstrate higher posttest gain scores than other schools. This indicates that student surveys can be used as effective product evaluation instruments.

Problems related to student surveys were largely due to errors in the survey administration procedure. In several schools, students were asked to respond to more than three surveys. In such instances, the students became tired of participating in the surveys and the results did not accurately indicate the students' knowledge of the information. Standardizing survey administration procedures and emphasizing the necessity of following the prescribed procedures, should help to alleviate problems related to administration of student surveys.

GENERAL CAREER INFORMATION SURVEY

OBJECTIVE SECTION (59 ITEMS)

SCHOOL	N	MEAN		DIFFERENCE	STANDARD DEVIATION	T-VALUE	SIGNIFICANCE LEVEL
		PRETEST	POSTTEST				
1-1	91	34.88	39.39	4.51	6.31	6.83	.0005
2-1	23	33.96	35.22	1.26	7.37	.82	.25
2-2	19	31.84	34.42	2.58	11.68	.96	.20
2-3	15	33.80	38.13	4.33	4.81	3.49	.005
3-1	21	34.19	34.18	- .01	8.18	- .006	< .45
3-2	20	36.30	36.20	- .10	5.65	- .079	< .45
3-3	22	36.09	37.14	1.05	6.51	.76	.25
3-5	23	33.91	37.30	3.39	6.21	2.63	.025
3-6	21	36.43	42.05	5.62	5.59	4.61	.0005
3-7	20	30.40	35.55	5.15	5.12	4.48	.0005
4-1	28	35.61	30.14	-5.47	8.93	-3.24	.005
5-1	15	32.88	33.47	.59	4.84	.47	.35
6-1	23	30.96	31.96	1.00	7.05	.68	.25
7-1	13	34.08	34.38	.30	10.29	.11	< .45

GENERAL CAREER INFORMATION SURVEY

SUBJECTIVE SECTION (29 ITEMS)

SCHOOL	N	MEAN		DIFFERENCE	STANDARD DEVIATION	T-VALUE	SIGNIFICANCE LEVEL
		PRETEST	POSTTEST				
1-1	91	16.14	19.95	3.81	6.64	5.44	.0005
2-1	23	17.39	17.61	.22	4.68	.22	.45
2-2	19	16.42	16.89	.47	5.42	.38	.40
2-3	15	19.07	23.13	4.06	3.65	4.32	.0005
3-1	21	17.19	17.36	.17	6.27	.12	.45
3-2	20	19.15	19.10	- .05	5.31	.04	< .45
3-3	22	13.23	19.82	1.59	5.83	1.28	.15
3-5	23	17.43	20.13	2.70	5.17	2.50	.025
3-6	21	21.33	22.57	1.23	3.86	1.48	.10
3-7	20	15.75	18.13	2.38	6.15	1.74	.05
4-1	28	17.75	15.93	- 1.82	5.23	- 1.84	.05
5-1	15	18.47	17.68	- .79	4.67	- .65	.30
6-1	23	15.96	16.00	.04	4.26	.04	< .45
7-1	13	15.62	14.92	- .70	4.77	- .53	.35

GENERAL CAREER INFORMATION SURVEY

	OBJECTIVE (DON'T KNOW)			SUBJECTIVE (DON'T KNOW)		
	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE
1-1	6.92	3.32	-3.60	1.77	1.17	- .60
2-1	8.52	6.13	-2.39	2.87	3.43	.56
2-2	6.32	7.26	.94	2.47	5.00	2.53
2-3	8.40	4.07	-4.33	2.80	.80	-2.00
3-1	7.24	4.18	-3.06	2.90	1.95	- .95
3-2	8.05	5.40	-2.65	2.10	2.55	.45
3-3	9.95	7.55	-2.40	3.18	2.55	- .63
3-5	7.78	4.65	-3.13	2.57	1.00	-1.57
3-6	6.57	1.86	-4.71	.90	.62	- .28
3-7	11.00	4.60	-6.40	4.70	2.40	-2.30
4-1	4.07	5.46	1.39	1.96	3.07	1.11
5-1	7.20	5.63	-1.57	1.67	1.63	- .04
6-1	5.65	5.22	- .43	2.35	2.26	- .09
7-1	11.23	11.92	.69	3.62	3.46	- .16

CONSTRUCTION

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
1-1	22	23.73	25.50	1.77	3.56	2.33	.025
2-1	16	18.25	26.53	8.28	6.94	4.76	.0005
3-1	20	19.90	21.10	1.20	6.99	.77	.25
3-2	12	22.25	23.00	.75	3.84	.68	.30
3-3	12	23.83	24.92	1.09	4.48	.84	.25
3-4	12	20.08	25.17	5.09	2.31	7.60	.0005
3-5	15	22.67	23.60	.93	7.76	.46	.35
4-1	8	21.25	22.00	.75	4.27	.50	.35
5-1	19	27.42	29.74	2.32	5.38	1.89	.05
3-6	35	20.03	22.05	2.02	5.29	2.24	.025

CONSTRUCTION

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
1-1	3.77	1.50	-2.27
2-1	5.25	4.29	- .96
3-1	6.30	2.15	-4.15
3-2	5.25	4.58	- .67
3-3	4.75	3.25	-1.50
3-4	5.58	4.42	-1.16
3-5	4.07	3.40	- .67
4-1	4.00	2.63	-1.37
5-1	3.79	2.32	-1.47
3-6	6.90	5.64	-1.26

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3.41	3.82	.41
2.69	3.47	.78
3.40	3.30	.10
2.83	3.00	.17
3.25	4.00	.75
4.17	4.00	- .17
3.67	3.80	.13
3.75	3.63	- .12
3.53	4.05	.52
3.21	3.56	.35

DISTRIBUTION AND MARKETING

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
1-1	22	24.55	24.73	.13	4.37	.19	.45
3-1	17	20.30	20.65	.35	7.13	.20	.45
3-2	15	16.47	19.73	2.26	5.37	1.63	.10
3-3	13	18.62	12.85	5.77	7.26	2.87	.01
3-6	37	17.86	21.35	3.49	5.59	3.79	.0005

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
1-1	2.91	1.50	-1.41
3-1	4.70	2.53	-2.23
3-2	4.67	2.47	-2.20
3-3	4.23	3.85	- .38
3-6	5.62	3.65	-1.97

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3.14	3.45	.31
3.47	3.47	0
2.87	3.00	.13
3.54	3.31	- .23
3.32	3.70	.38

HEALTH

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
2-2	20	22.90	25.15	3.25	6.01	2.41	.025
3-1	18	21.00	26.78	5.78	3.23	7.61	.0005
3-2	17	23.47	27.65	4.18	4.60	3.73	.005
3-3	14	23.21	29.36	6.65	4.12	6.05	.0005
3-4	15	20.73	26.27	5.54	3.98	5.38	.0005
3-5	19	17.79	22.11	4.32	5.19	3.63	.005
3-6	29	17.24	21.97	4.73	4.70	5.44	.0005
3-7	21	18.00	19.19	1.19	5.21	1.04	.20
4-1	8	21.63	22.50	.87	2.85	.86	.25

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
2-2	4.90	1.75	-3.15
3-1	6.39	2.94	-3.45
3-2	6.71	4.06	-2.65
3-3	4.71	2.29	-2.42
3-4	5.80	3.73	-2.07
3-5	6.11	3.84	-2.37
3-6	7.24	3.62	-3.62
3-7	5.10	4.29	- .81
4-1	2.00	2.25	.25

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3.95	4.20	.25
3.33	3.83	.50
4.00	4.06	.06
3.21	3.79	.58
3.13	3.67	.54
3.42	4.05	.63
3.69	3.97	.28
3.33	3.81	.48
3.13	3.00	-.13

HOME ECONOMICS

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
1-1	23	26.91	30.48	3.57	3.16	5.41	.0005
2-1	10	25.80	22.10	-3.70	4.45	-2.62	.025
3-1	18	20.72	22.89	2.17	6.66	1.38	.10
3-2	16	21.00	25.50	5.50	7.51	2.93	.01
3-3	11	18.45	19.64	1.19	4.42	.90	.20
3-4	15	20.20	30.10	9.90	8.38	4.56	.005
3-5	23	21.61	21.91	.30	7.17	.20	.45
3-6	36	27.72	30.58	2.84	4.87	3.51	.0005
3-7	22	20.23	24.50	4.27	4.39	4.54	.0005

HOME ECONOMICS

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
1-1	4.26	3.52	- .74
2-1	5.69	3.44	-2.23
3-1	6.11	3.17	-2.94
3-2	4.06	3.56	- .50
3-3	5.55	3.64	- .91
3-4	6.27	1.88	-4.39
3-5	4.17	4.09	- .08
3-6	5.14	2.64	-2.50
3-7	7.45	4.55	-2.90

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
2.61	2.78	.17
2.94	2.56	-.38
2.17	2.72	.55
2.38	2.75	.37
2.91	3.73	.82
2.20	2.38	.18
2.91	2.96	.05
3.17	3.11	.06
3.05	2.95	-.10

MANUFACTURING

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
1-1	22	20.64	21.95	1.31	4.14	1.29	.15
3-1	20	17.50	18.15	.65	4.79	.61	.30
3-2	13	18.38	17.92	.46	5.61	.30	.40
3-3	7	17.29	19.29	2.00	4.40	1.21	.15
3-5	14	18.29	21.43	3.14	4.44	2.64	.025
3-6	12	13.25	17.08	3.33	4.03	3.27	.005

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
1-1	2.86	1.95	- .91
3-1	4.00	2.70	-1.30
3-2	5.08	3.77	-1.31
3-3	4.00	3.29	- .71
3-5	6.00	4.00	-2.00
3-6	7.08	5.50	-1.50

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3.05	3.50	.45
3.70	3.25	- .45
2.54	3.23	.69
3.29	3.43	.14
3.14	3.57	.43
3.17	3.08	- .09

PERSONAL SERVICE

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
3-1	13	29.54	28.69	- .85	2.70	-1.13	.15
3-2	15	25.20	33.00	7.80	10.07	3.00	.005
3-6	32	30.97	33.06	2.09	4.08	2.90	.005
4-1	13	22.54	25.08	2.54	5.25	1.75	.10
3-5	20	28.25	25.40	-2.85	8.17	-1.56	.05

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3-1	3.85	2.46	-1.39
3-2	2.73	1.80	- .93
3-6	4.31	2.00	-2.31
4-1	2.00	1.23	- .77
3-5	3.43	3.30	- .13

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
2.54	2.23	- .31
3.13	2.53	- .60
3.22	3.13	- .09
3.38	3.00	- .38
3.29	2.60	- .69

PUBLIC SERVICE

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
1-1	23	29.78	31.91	2.13	5.41	1.89	.05
3-2	16	25.56	23.44	2.12	6.74	- 1.25	.15
3-4	14	26.07	30.86	4.79	3.78	4.74	.0005
3-5	22	26.86	25.82	- 1.04	6.17	- .79	.25

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
1-1	4.13	2.13	- 2.00
3-2	3.56	3.25	- .31
3-4	4.64	2.07	- 2.57
3-5	3.45	3.09	- .36

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3.61	3.78	.17
2.63	3.38	.75
3.00	3.36	.36
3.64	3.45	- .19

TRANSPORTATION

OBJECTIVE SECTION (44 ITEMS)

SCHOOL	N	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE	STANDARD DEVIATION	T-VALUE	PROBABILITY LEVEL
3-2	13	23.92	22.92	-1.00	8.68	- .42	.35
3-3	11	20.09	24.00	3.91	5.86	2.21	.05
3-4	8	18.00	23.50	5.50	5.37	2.90	.025
3-6	35	22.77	24.69	1.92	5.71	1.98	.05
3-7	16	21.12	23.75	2.63	5.20	2.02	.05
5-1	19	28.42	30.00	1.58	3.91	1.76	.05

DON'T KNOW (20 ITEMS)

SCHOOL	MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3-2	4.08	3.77	- .31
3-3	4.36	3.45	- .91
3-4	5.50	3.25	-2.25
3-6	7.20	5.29	-1.91
3-7	6.94	4.38	-2.56
5-1	3.64	2.95	- .69

SUBJECTIVE SECTION (6 ITEMS)

MEAN PRETEST	MEAN POSTTEST	DIFFERENCE
3.00	2.62	- .38
2.73	3.36	.63
3.25	3.13	- .12
3.34	3.69	.35
2.82	2.88	.06
2.86	3.79	.93

A limited amount of follow-up information was collected and is presented on the following pages.

The procedures and instruments which were developed and revised during the project are efficient for collecting student follow-up information. Problems encountered related to collection of follow-up information can be eliminated through increased involvement and cooperation by the personnel in the participating schools.

1976 - 1977 Freshmen
1978 - 1979 Juniors

Prevocational Exploration 9th Grade Level

County	School	Total In Class	# in PVE	11th Voc.	Same Voc Prog 12th	Changed Voc. Prog.	Dropped Out
1	1	308	279	144	57	87	79
1	2	296	296	138	47	91	70
1	3	167	167	60	24	36	26
2	1	145	18	48	33	15	27
5	1	114	114	53	20	33	10
Total		1030	874	443	181	262	212

85% Participated in PVE
43% Participated in Voc. Progs. - 11th grade
41% Enrolled in Same Voc. Progs. - 12th grade
59% Changed Voc. Progs. - 12th grade
21% Dropped out of School

1976 - 1977 Freshmen
1978 - 1979 Juniors

Prevocational Exploration 9th Grade Level

County	School	Total In Class	# in PVE	11th Voc.	Same Voc Prog 12th	Changed Voc. Prog.	Dropped Out
1	1	308	279	144	57	87	79
1	2	296	296	138	47	91	70
1	3	167	167	60	24	36	26
2	1	145	18	48	33	15	27
5	1	114	114	53	20	33	10
Total		1030	874	443	181	262	212

85% Participated in PVE
43% Participated in Voc. Progs. - 11th grade
41% Enrolled in Same Voc. Progs. - 12th grade
59% Changed Voc. Progs. - 12th grade
21% Dropped out of School

1975 - 1976 Freshmen
1977 - 1978 Juniors

No Prevocational Exploration

County	School	Total In Class	11th Voc.	Same Voc. Prog. 12th	Changed Voc. Prog.	Dropped Out
1	1	311	71	24	47	67
1	2	290	76	49	27	87
1	3	151	39	12	27	46
2	1	168	52	43	9	44
5	1	116	37	26	11	25
Total		1036	275	154	121	269

27% Participated in Voc. Progs. - 11th grade
56% Enrolled in Same Voc. Progs. - 12th grade
44% Changed Voc. Progs. - 12th grade
26% Dropped out of School

1975 - 1976 Freshmen
1978 - 1979 Seniors

10th Grade Prevocational Exploration Program

County	School	Total in Class	# in PVE	# in Voc. 11th	12th Same Voc. Prog.	Changed Voc. Prog.	Dropped Out
2	1	168	66	52	43	9	44

39% Participated in PVE - 10th grade level
31% Participated in Voc. Progs. - 11th grade
83% Enrolled in Same Voc. Progs. - 12th grade
17% Changed Voc. Progs. - 12th grade
26% Dropped out of school

Barriers to Students Unable to Participate in the Vocational Program of Their First Choice

503 Students responded to Student Questionnaires
100 Students identified barriers to enrollment in their first choice vocational program

Barrier	# in Sample	Frequency of Response	
Limitation of numbered enrolled	503	24	
Program not available	503	47	
Low Scores	503	7	
Not aware of Program	503	14	
Conflicts in Schedule	503	6	
Age Limitations	503	2	

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this project was to provide efficient means for determining the effectiveness of comprehensive programs of prevocational exploration in West Virginia.

Based upon the information collected during this project, the following conclusions have been drawn:

1. Classroom instructional methods and teaching techniques used in prevocational exploration programs can be adequately evaluated through the use of a form entitled, "Evaluating Processes and Materials Used For Instructional Activities In Prevocational Exploration Education", and the Teacher-Counselor Questionnaire.

2. Student surveys, Survey of General Career Information and cluster surveys can serve as one measure of the effectiveness of prevocational exploration programs.

3. Collection of follow-up information related to prevocational exploration students will indicate the effect of prevocational exploration programs on vocational enrollments, retention rates in vocational programs, and drop-out rates.

4. The instruments and processes developed or revised during this project can be used to evaluate the effectiveness of comprehensive programs of prevocational exploration in West Virginia.

It is recommended that the descriptive and procedural guidelines developed during this project be implemented as a means for evaluating prevocational programs in West Virginia.

It is also recommended that evaluation of prevocational exploration programs be conducted the year prior to a county's vocational evaluation. This would provide State Department personnel with detailed information related to the prevocational exploration programs and thus allow for more comprehensive and effective evaluations.

APPENDIX A

Task Force Members
and
Project Staff

TASK FORCE MEMBERS

Jacquelyn Carpenter, Media Specialist
DWC Career Center
134 S. Penn
Harrisville, WV 26362

Roxena Frye, Guidance Counselor
Musselman High School
Bunker Hill, WV 25413

Beverly Hall, Home Economics
Valley High School
Box 272
Smithers, WV 25186

Hattie Lee Nunley, Guidance Counselor
Valley High School
Box 272
Smithers, WV 25186

Olivia (Mitch) Rinker, Industrial Arts
Hedgesville High School
Rt. 1, Box 89
Hedgesville, WV 25427

Lee Williams, Industrial Arts
DWC Career Center
134 S. Penn
Harrisville, WV 26362

STATE DEPARTMENT PERSONNEL

Stanley Hopkins, Curriculum Specialist
State Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271

Robert Martin, Coordinator, Career Education
Bureau of Vocational, Technical, and Adult Education
West Virginia Department of Education
Charleston, WV 25305

Dr. Roy Thomas, Director, Research Coordinating Unit
Marshall University
Huntington, WV 25701

PROJECT STAFF

Dr. Jim Adkins, Assistant Professor
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

Dr. Everett Harris, Project Director
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

Dr. Charles I. Jones, Chairman
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

Elizabeth L. Kendall, Research Associate
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

APPENDIX B

PVE-1
Teacher-Counselor Questionnaire
Student Questionnaire

PREVOCATIONAL EXPLORATION

The purpose of prevocational exploration is designed to help youth in making realistic occupational choices. There is currently a high priority need to assist educational personnel to determine whether or not the prevocational exploration curriculum will enable youth to make more realistic occupational choices.

Since you are presently teaching prevocational exploration, it is necessary to request your assistance in evaluating the processes and materials used for instructional activities. An evaluation instrument has been designed for you to complete at the end of each occupational cluster. The evaluation form PVE-1 is to be used (1) to identify instruction, the processes and materials used in each cluster, and (2) to correlate between student outcome and the processes used.

This packet includes the PVE-1 form and the directions for filling out the form. Included are more copies of the blue sheets and the green sheets if more space is needed when filling out the PVE-1 form. However, you will only need one copy of the white sheets, pages three (3), four (4), and five (5) for a cluster.

Please read the directions before marking each section.

DIRECTIONS FOR COMPLETING THE EVALUATION FORM PVE-1

Fill out the attached evaluation form when you have completed an occupational cluster with a group of students. On page one (1), fill in the occupational cluster blank with the proper OE cluster name, e.g., Health, Business and Office. Fill in the name of the school, your name, the cycle, cycle length (3 weeks, 6 weeks, 9 weeks), total class hours in this cluster, how many periods were the students scheduled to participate in the guidance component, number of students in the group, date, minutes per week in prevocational, and grade level. These forms should be completed during the first year of implementation of prevocational exploration and during the fourth year of the county's State Vocational Evaluation cycle.

A. Please list all W. Va. instructional unit/module/pacs that were used with this cluster. Also, include your own instructional materials you have developed. Use code numbers if available, and names. If you need more space, insert an additional page one (1).

   Organization: How was the instruction material used? Check all columns that are appropriate for each instructional unit/module/pac listed.

   Teacher Rating of Effectiveness: Please judge how efficient and effective each of these instructional materials were. Check the column that best summarizes your assessment.

   Comments pertaining to the West Virginia instructional materials, organization, student reception, and/or teacher rating.

B. Indicate all other materials used with this occupational cluster, such as, audio-visual or printed materials not listed in Part A. If you need more space, insert an additional page one (1). Check the appropriate column under the Organization and Teacher Rating headings for each item listed.

   Complete the comment section if you have anything you wish to express.

C. List all instructional resources and activities that were used for this occupational cluster, whether or not they were included in Part A. Be sure to include ALL instruction resources you used in teaching this cluster. This will include resources used with items listed in Part A and Part B. If you need more space, insert an additional page two (2). Check the appropriate columns under the Organization and Teacher Rating headings for each item listed.

   Complete the comment section.

D. Pages three (3) and four (4) contain a list of product objectives (student outcomes) from "Suggested Goals and Objectives for Prevocational Exploration" West Virginia.

Indicate the amount of emphasis on each objective from all of the instructional material used for each occupational cluster. Place a check mark under the appropriate column that best summarizes the "amount of emphasis". It is likely you may not have emphasis in all thirty-three (33) objectives with a cluster. You will only need one copy of pages three (3) and four (4) for each cluster.

After completion of the forms at the end of each occupational cluster, you may have more than one sheet of pages one (1) and two (2), but will have one copy each of pages three (3) and four (4) for each cluster.

E. Complete page five (5), teacher-counselor questionnaire for your teaching area.

Complete forms should be sent to Professor of Prevocational Exploration, Department of Occupational, Adult, and Safety Education, Marshall University, Huntington, West Virginia, 25701. Phone 304-696-2380.

EVALUATING PROCESSES AND MATERIALS USED FOR
INSTRUCTIONAL ACTIVITIES IN PREVOCATIONAL EXPLORATION EDUCATION

PVE-1

*Name of Occupational Cluster _____ Name of School _____ Name of Instructor _____

Cycle _____ Cycle Length _____ Total Class Hours on this Occupational Cluster _____ How many periods were the students scheduled to participate in the Guidance Component _____ per cycle _____ per year

Number of Students in Group _____

Today's Date _____ How Many Minutes per Week were Spent in Prevocational _____ Grade Level(s) _____

A. List each West Virginia instructional unit/module/pac used with this occupational cluster (use code numbers and names).

	Organization				Teacher Rating of Effectiveness			
	Self Instructional	Individualized	Group Instruction	Small Group Instruction	Ineffective	Fair	Good	Excellent
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___

Comments _____

B. List other audio-visual or printed types of instructional material used with this occupational cluster, e.g., McGraw-Hill, McKnight, Singer, slides, tapes.

_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___

Comments _____

*List cluster according to the fifteen occupational clusters used by the USOE.

C. List all instructional resources, i.e., activities, that were used whether or not they were included in Parts A and B, e.g., field trips, observation of workers on the job, tours of vocational programs, simulated or actual work experience.

	Organization				Teacher Rating of Effectiveness			
	Self Instructional	Individualized	Group Instruction	Small Group Instruction	Ineffective	Fair	Good	Excellent
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___

Comments _____

	Yes	No	
D. Do you have adequate materials?	___	___	_____
Do you have adequate facilities?	___	___	_____
Do you have adequate equipment?	___	___	_____

AMOUNT OF EMPHASIS ON EACH PREVOCATIONAL EXPLORATION OBJECTIVE

Mark As Many As Apply

E. Prevocational Exploration Objectives

The Prevocational Exploration Student:	Amount of Emphasis			
	None	Little	Moderate	Much
1.1 Identifies educational skills needed for occupational clusters.	—	—	—	—
1.2 Describes how school performance influences acquiring entry level employment.	—	—	—	—
1.3 Relates educational skills and career advancement.	—	—	—	—
1.4 Appraises current attitudes and aptitudes for different educational skills.	—	—	—	—
2.1 Estimates effect of changing technology on occupational options.	—	—	—	—
2.2 Demonstrates a commitment to the idea that one should have plans for educational alternatives for occupational options.	—	—	—	—
2.3 Formulates a tentative educational and training plan to prepare oneself for a given occupational field or preferred vocation.	—	—	—	—
2.4 Plans current school experience so that it fits into the pursuit of one's occupational goals.	—	—	—	—
3.1 Increases knowledge of the range of occupations and examines their functions and requirements.	—	—	—	—
3.2 Gathers information concerning the factors necessary for success on the job.	—	—	—	—
4.1 Analyzes how supply and demand in the labor market can affect occupational choice.	—	—	—	—
4.2 Formulates educational, personal, and career goals.	—	—	—	—
5.1 Inventories his/her personal characteristics.	—	—	—	—
5.2 Compares his/her personal characteristics with other people.	—	—	—	—
5.3 Compares his/her personal characteristics with characteristics of people holding jobs in each occupational cluster.	—	—	—	—
5.4 Identifies self characteristics which may help or hinder achievement of his/her occupational goals.	—	—	—	—

		Amount of Emphasis			
		None	Little	Moderate	Much
5.5	Describes how personal characteristics may change with age level.	—	—	—	—
5.6	Selects an occupational cluster that is most compatible with personal characteristics.	—	—	—	—
6.1	Gains information about what skills are needed to get a job.	—	—	—	—
6.2	Identifies and utilizes those resources available for gathering information about occupational characteristics.	—	—	—	—
6.3	Identifies and utilizes appropriate criteria for evaluating occupational information.	—	—	—	—
6.4	Describes one's current life context as it relates to vocational decisions.	—	—	—	—
7.1	Describes own values as they relate to occupations, work situations, and personal work behavior.	—	—	—	—
7.2	Describes the relevance of his/her aptitudes and abilities for occupational clusters.	—	—	—	—
7.3	Projects and describes the factors which may influence one's career decisions.	—	—	—	—
7.4	Accepts responsibility for making occupational choices and moving towards occupational goals.	—	—	—	—
8.1	Describes the roles required of workers in various occupations.	—	—	—	—
8.2	Assesses the compromises involved in performing roles required of workers.	—	—	—	—
8.3	Identifies ways in which his/her career behavior affects the lives of those around him/her, e.g., parents, spouse.	—	—	—	—
8.4	Describes ways in which his/her behavior at school and at home affects his/her immediate family.	—	—	—	—
8.5	Describes those factors beyond one's control which operate within the modern work world to stimulate or retard vocational opportunities.	—	—	—	—
9.1	Identifies the changing meanings of work in one's life in relation to other values.	—	—	—	—
9.2	Identifies from a variety of lifestyles those which at present appear to be most compatible with the kind of person one sees oneself to be.	—	—	—	—

TEACHER - COUNSELOR QUESTIONNAIRE

1. Have you made major changes in the program the last two years?

   ___ Yes ___ No

   If so, please describe these changes briefly.

   _____

   _____

   _____

2. Please indicate the percent of students from the 9th grade class that is involved in the program.

   _____ 100% _____ 75% _____ 50% _____ 25%

3. Is there enough variety of occupational exposures to meet the needs of the students?

   ___ Yes ___ No

How Beneficial was the Program	Not Beneficial	Slightly Beneficial	Moderately Beneficial	Highly Beneficial
4. in helping students choose a vocational program?				
5. in helping students choose a career?				
6. in creating an awareness of occupational problems caused by supply and demand				
7. in making students aware of their strengths & weaknesses?				
8. in meeting needs of special populations?				
a. handicapped				
b. non-traditional occupations				
c. gifted & talented				
d. academically disadvantaged				

STUDENT QUESTIONNAIRE

1. Please check the occupational clusters you explored while in the prevocational program.

____ A. Business & Office

____ B. Communications & Media

____ C. Distribution & Marketing

____ D. Agri-Business & Natural Resources

____ E. Environment

____ F. Fresh Water Science

____ G. Recreation

____ H. Construction

____ I. Manufacturing

____ J. Transportation

____ K. Fine Arts & Humanities

____ L. Consumer & Homemaking

____ M. Health

____ N. Hospitality

____ O. Personal Service

____ P. Public Services

____ Q. Guidance Component

2. Is there enough variety of occupations in the program for you?

____ Yes ____ No

3. Was the program beneficial to you?

____ Yes ____ No

If no, please comment:

_____

_____

_____

	How beneficial was the program	Not Beneficial	Slightly Beneficial	Moderately Beneficial	Highly Beneficial
4.	in helping you choose a vocational program				
5.	in helping you choose a career?				
6.	in making you aware of your strengths and weaknesses				
7.	in making you aware of problems in occupations caused by supply and demand				
8.	in developing decision-making skills?				

9. Were there any barriers that p evented you from enrolling in your first career preparatory choice?

____ Yes ____ No

10. If your answer to the previous question was yes, please check one of the following reasons

____ A. Limitation of number enrolled

____ B. Program not available

____ C. Low scores

____ D. Not aware of the program

____ E. List barrier(s) if those above are not appropriate

_____

_____

APPENDIX C

Correspondence
Instructions
Instruments

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701

DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

February 26, 1979

Dear :

The West Virginia Department of Vocational Education has funded a prevocational exploration project to do a follow-up study of ninth grade students during the years of 1975-76 and 1976-77. During this study, we hope to find out the effect of prevocational exploration classes. Since the ninth graders in Berkeley county were involved in the first exploration class and three counties feed into James Rumsey Vocational-Technical Center, I will need to collect information from Morgan, Jefferson, and Berkeley counties.

If you would contact a guidance counselor at High School and High School to work with me and have a list of the ninth grade enrollment as of October 15, 1975 and October 15, 1976, it would help to expedite the data collecting procedures. The names of the students will not be removed from the schools, but I need the names before I can determine the number of students involved.

Enclosed is a list describing the information needed for this project. Thank you for your help.

Sincerely,

Elizabeth Kendall
Research Associate

ELK:ds

Enclosure

cc:

A. 1. The number of students who were freshmen in 1975-76 who:

   a. Went to the vocational school as juniors in 1977-78 and what program each enrolled in.

   b. Enrolled in vocational programs as juniors in 1977-78 at the home school and what program each student enrolled in.

2. The total of students in the freshman class 1975-76 and junior class 1977-78. We will make a note of the students who moved out and moved in the school district.

3. The number of student drop outs for each class.

B. 1. The number of students who were freshmen in 1976-77 who:

   a. Went to the vocational school as juniors in 1978-79 and what program each enrolled in.

   b. Enrolled in vocational programs as juniors in 1978-79 at the home school and what program each student enrolled in.

2. The total of students in the freshman class 1976-77 and junior class 1978-79. We will make note of the students who moved out and moved in the school district.

3. The number of student drop outs for each class.

C. 1. The number in each program as juniors in 1977-78 who changed their vocational choice as seniors in 1978-79 as well as the number who will complete the junior and senior years in the same program.

D. 1. In the spring we will need the number of junior students 1978-79 who enroll for 1979-80 in the same program and those who changed programs.

E. All worksheets will be left in the counties and student names will be left in the counties. All I need to know is numbers so we can determine percentages.

Please inform the necessary personnel that I will be visiting them to compile this information.
I will come to your office before going to the individual school.

Name	No.	9th PVE	11th USOE Code	12th USOE Code	1 yr Program	Dropped Out School	

APPENDIX D

Descriptive and Procedural Guidelines for Evaluating Prevocational Exploration Programs in West Virginia

"Descriptive and Procedural Guidelines for
Evaluating Prevocational Exploration
Programs in West Virginia"

Department of Occupational, Adult,
and Safety Education
Marshall University
Huntington, West Virginia

Introduction

These descriptive and procedural guidelines for evaluating prevocational exploration programs in West Virginia resulted from a research project entitled, "Refinement of Instruments and Processes Used in Evaluating the Effectiveness of Prevocational Exploration Programs in West Virginia". The guidelines were compiled from the recommendations of the project task force and project staff. Names of task force members and project staff are listed in Appendix A.

Information obtained through implementation of these procedural guidelines will be used to evaluate prevocational exploration programs during State Vocational Evaluations. These guidelines should be implemented in conjunction with the standards contained in the "Prevocational Exploration Evaluation Instrument". ("Prevocational Exploration Evaluation Instrument" is attached.)

Prevocational Exploration Staff Evaluation of Processes and Materials

A form entitled "Evaluating Processes And Materials For Instructional Activities In Prevocational Exploration Education" (PVE-1) will be provided by the Occupational, Adult, and Safety Education Department at Marshall University to prevocational exploration teachers for the purpose of evaluating instructional materials and processes. PVE-1 forms must be completed and returned to the OAS Department during the first year of implementation of prevocational exploration and during the fourth year of the county's State Vocational Evaluation cycle.

The PVE-1 form should be filled out by the classroom teacher after completing an occupational cluster during the third nine-weeks or fourth six-weeks rotation cycle. A PVE-1 form must be submitted for each occupational cluster within a laboratory. (e.g., Business and Office, Communications and Media, and Distribution and Marketing).

Attached to the PVE-1 form is a Teacher-Counselor Questionnaire which is to be completed by the teacher or counselor and submitted to the OAS Department on the same basis as the PVE-1 form.

Completed forms will be reviewed by the prevocational exploration staff of the OAS Department at Marshall University and remain there until requested by state department personnel for use in county vocational evaluations.

PVE-1 and Teacher-Counselor Questionnaires may be requested and used every year by teachers and counselors as instruments for self-evaluation. PVE-1, Teacher-Counselor Questionnaire, and directions for completion are contained in Appendix B.

Survey Procedures

The survey procedure for evaluating the effectiveness of prevocational exploration programs involves a general instrument, "Survey of General Career Information", and cluster surveys administered in a pre/posttest sequence.

Participating schools have the option of administering surveys during the first year of implementation and are required to administer them during the fourth year of the county's State Vocational Evaluation cycle.

Surveys should be administered by the guidance counselor or school administrator. No student should participate in more than three pretests. Posttests must be given to the same students who participated in the pretests.

Materials will be provided by the Occupational, Adult, and Safety Education Department at Marshall University. Instruments and response cards must be returned to the OAS Department for scoring and evaluation.

Each participating school will receive a copy of the results. They will also be available to State Department personnel for use during county vocational evaluations.

Instruments and surveys may be available for limited use in years other than those when administration is required.

General Survey

The "Survey of General Career Information" will be administered before the end of the second week of school as a pretest and as a posttest as late in the school year as feasible and not before about the

tenth day of May. (Deadlines for pre/posttest administration of instruments will be provided by the OAS Department).

General Surveys can be administered to all prevocational exploration students or to a sample of at least 25 students.

Directions for administration of the "Survey of General Career Information" are contained in Appendix C.

Cluster Surveys

Instruments designed to evaluate occupational information related to specific clusters (e.g., Agri-Business and Natural Resources, Business and Office, Consumer and Homemaking, etc.) are referred to as cluster surveys. They should be administered as pretests by the end of the first week of the third nine-weeks or fourth six-weeks rotation cycle, and as posttests during the last week of the rotation cycle. It is highly recommended that cluster surveys be administered as pretests the first class meeting and as posttests the last class meeting of the specified cycle. (Cluster posttests should not be given earlier than the first class meeting of the last week of the cycle.)

A Cluster survey should be administered for each cluster in which related occupations are explored. All students in a rotation section should be surveyed; however, a minimum of 10 is desired. Directions for administration of cluster surveys are contained in Appendix D.

Follow-up Procedures

A longitudinal follow-up study will be made of eleventh grade students who participated in prevocational exploration programs. The follow-up will be conducted during the fourth year of the county's State Vocational Evaluation cycle.

During the second year of the county's State Vocational Evaluation cycle, a list of 9th grade prevocational exploration students and non-prevocational exploration students should be recorded and retained by the counselor or school administrator for use in the follow-up study. If the level one prevocational exploration program is offered only at the 10th grade level, the listing of students should be recorded during the third year of the county's State Vocational Evaluation cycle.

The OAS Department at Marshall University will be responsible for notifying specific schools of their required follow-up report participation, information needed, and the instruments provided for the collection of data. Counselors or school administrators must record the information and return records to the OAS Department for evaluation.

Follow-up studies will provide data for comparison of eleventh grade students who participated in prevocational exploration programs to students who did not participate in prevocational exploration programs.

Strategies for comparison include:

1. Determine the percentage of prevocational exploration students who enter various vocational education programs.
2. Determine the rate of retention of prevocational exploration students in their selected vocational programs.

3. Determine the rate of prevocational exploration students who drop out of school.

Samples of information essential to the follow-up study and instruments for recording data can be found in Appendix E.

A Student Questionnaire will be completed by eleventh grade students who participated in prevocational exploration programs. Students must have completed three-fourths of the total cycles in the prevocational exploration program to be eligible to respond to the Student Questionnaire. Sample questionnaire is contained in Appendix F.

APPENDIX A

Task Force Members
State Department Personnel
Project Staff

TASK FORCE MEMBERS

Jacquelyn Carpenter, Media Specialist
DWC Career Center
134 S. Penn
Harrisville, WV 26362

Roxena Frye, Guidance Counselor
Musselman High School
Bunker Hill, WV 25413

Beverly Hall, Home Economics
Valley High School
Box 272
Smithers, WV 25186

Hattie Lee Nunley, Guidance Counselor
Valley High School
Box 272
Smithers, WV 25186

Olivia (Mitch) Rinker, Industrial Arts
Hedgesville High School
Rt. 1, Box 89
Hedgesville, WV 25427

Lee Williams, Industrial Arts
DWC Career Center
134 S. Penn
Harrisville, WV 26362

STATE DEPARTMENT PERSONNEL

Stanley Hopkins, Curriculum Specialist
State Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271

Robert Martin, Coordinator, Career Education
Bureau of Vocational, Technical, and Adult Education
West Virginia Department of Education
Charleston, WV 25305

Dr. Roy Thomas, Director, Research Coordinating Unit
Marshall University
Huntington, WV 25701

PROJECT STAFF

Dr. Jim Adkins, Assistant Professor
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

Dr. Everett Harris, Project Director
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

Dr. Charles I. Jones, Chairman
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

Elizabeth L. Kendall, Research Associate
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701

APPENDIX B

PVE-1
Teacher-Counselor Questionnaire

PREVOCATIONAL EXPLORATION

The purpose of prevocational exploration is designed to help youth in making realistic occupational choices. There is currently a high priority need to assist educational personnel to determine whether or not the prevocational exploration curriculum will enable youth to make more realistic occupational choices.

Since you are presently teaching prevocational exploration, it is necessary to request your assistance in evaluating the processes and materials used for instructional activities. An evaluation instrument has been designed for you to complete at the end of each occupational cluster. The evaluation form PVE-1 is to be used (1) to identify instruction, the processes and materials used in each cluster, and (2) to correlate between student outcome and the processes used.

This packet includes the PVE-1 form and the directions for filling out the form. Included are more copies of the blue sheets and the green sheets if more space is needed when filling out the PVE-1 form. However, you will only need one copy of the white sheets, pages three (3), four (4), and five (5) for a cluster.

Please read the directions before marking each section.

DIRECTIONS FOR COMPLETING THE EVALUATION FORM PVE-1

Fill out the attached evaluation form when you have completed an occupational cluster with a group of students. On page one (1), fill in the occupational cluster blank with the proper OE cluster name, e.g., Health, Business and Office. Fill in the name of the school, your name, the cycle, cycle length (3 weeks, 6 weeks, 9 weeks), total class hours in this cluster, how many periods were the students scheduled to participate in the guidance component, number of students in the group, date, minutes per week in prevocational, and grade level. These forms should be completed during the first year of implementation of prevocational exploration and during the fourth year of the county's State Vocational Evaluation cycle.

A. Please list all W. Va. instructional unit/module/pacs that were used with this cluster. Also, include your own instructional materials you have developed. Use code numbers if available, and names. If you need more space, insert an additional page one (1).

   Organization: How was the instruction material used? Check all columns that are appropriate for each instructional unit/module/pac listed.

   Teacher Rating of Effectiveness: Please judge how efficient and effective each of these instructional materials were. Check the column that best summarizes your assessment.

   Comments pertaining to the West Virginia instructional materials, organization, student reception, and/or teacher rating.

B. Indicate all other materials used with this occupational cluster, such as, audio-visual or printed materials not listed in Part A. If you need more space, insert an additional page one (1). Check the appropriate column under the Organization and Teacher Rating headings for each item listed.

   Complete the comment section if you have anything you wish to express.

C. List all instructional resources and activities that were used for this occupational cluster, whether or not they were included in Part A. Be sure to include ALL instruction resources you used in teaching this cluster. This will include resources used with items listed in Part A and Part B. If you need more space, insert an additional page two (2). Check the appropriate columns under the Organization and Teacher Rating headings for each item listed.

   Complete the comment section.

D. Pages three (3) and four (4) contain a list of product objectives (student outcomes) from "Suggested Goals and Objectives for Prevocational Exploration" West Virginia.

Indicate the amount of emphasis on each objective from all of the instructional material used for each occupational cluster. Place a check mark under the appropriate column that best summarizes the "amount of emphasis". It is likely you may not have emphasis in all thirty-three (33) objectives with a cluster. You will only need one copy of pages three (3) and four (4) for each cluster.

After completion of the forms at the end of each occupational cluster, you may have more than one sheet of pages one (1) and two (2), but will have one copy each of pages three (3) and four (4) for each cluster.

E. Complete page five (5), teacher-counselor questionnaire for your teaching area.

Complete forms should be sent to Professor of Prevocational Exploration, Department of Occupational, Adult, and Safety Education, Marshall University, Huntington, West Virginia, 25701. Phone 304-696-2380.

EVALUATING PROCESSES AND MATERIALS USED FOR
INSTRUCTIONAL ACTIVITIES IN PREVOCATIONAL EXPLORATION EDUCATION

PVE-1

*Name of Occupational Cluster _____ Name of School _____ Name of Instructor _____

Cycle _____ Cycle Length _____ Total Class Hours on this Occupational Cluster _____ How many periods were the students scheduled to participate in the Guidance Component _____ per cycle _____ per year

Number of Students in Group _____

Today's Date _____ How Many Minutes per Week were Spent in Prevocational _____ Grade Level(s) _____

A. List each West Virginia instructional unit/module/pac used with this occupational cluster (use code numbers and names).

	Organization				Teacher Rating of Effectiveness			
	Self Instructional	Individualized	Group Instruction	Small Group Instruction	Ineffective	Fair	Good	Excellent
_____								
_____								
_____								
_____								
_____								
_____								
_____								
Comments _____								

B. List other audio-visual or printed types of instructional material used with this occupational cluster, e.g., McGraw-Hill, McKnight, Singer, slides, tapes.

_____								
_____								
_____								
_____								
_____								
Comments _____								

*List cluster according to the fifteen occupational clusters used by the USOE.

C. List all instructional resources, i.e., activities, that were used whether or not they were included in Parts A and B, e.g., field trips, observation of workers on the job, tours of vocational programs, simulated or actual work experience.

	Organization				Teacher Rating of Effectiveness			
	Self Instructional	Individualized	Group Instruction	Small Group Instruction	Ineffective	Fair	Good	Excellent
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___

Comments _____

	Yes	No	
D. Do you have adequate materials?	___	___	_____
Do you have adequate facilities?	___	___	_____
Do you have adequate equipment?	___	___	_____

AMOUNT OF EMPHASIS ON EACH PREVOCATIONAL EXPLORATION OBJECTIVE

Mark As Many As Apply

E. Prevocational Exploration Objectives

The Prevocational Exploration Student:	Amount of Emphasis			
	None	Little	Moderate	Much
1.1 Identifies educational skills needed for occupational clusters.	—	—	—	—
1.2 Describes how school performance influences acquiring entry level employment.	—	—	—	—
1.3 Relates educational skills and career advancement.	—	—	—	—
1.4 Appraises current attitudes and aptitudes for different educational skills.	—	—	—	—
2.1 Estimates effect of changing technology on occupational options.	—	—	—	—
2.2 Demonstrates a commitment to the idea that one should have plans for educational alternatives for occupational options.	—	—	—	—
2.3 Formulates a tentative educational and training plan to prepare oneself for a given occupational field or preferred vocation.	—	—	—	—
2.4 Plans current school experience so that it fits into the pursuit of one's occupational goals.	—	—	—	—
3.1 Increases knowledge of the range of occupations and examines their functions and requirements.	—	—	—	—
3.2 Gathers information concerning the factors necessary for success on the job.	—	—	—	—
4.1 Analyzes how supply and demand in the labor market can affect occupational choice.	—	—	—	—
4.2 Formulates educational, personal, and career goals.	—	—	—	—
5.1 Inventories his/her personal characteristics.	—	—	—	—
5.2 Compares his/her personal characteristics with other people.	—	—	—	—
5.3 Compares his/her personal characteristics with characteristics of people holding jobs in each occupational cluster.	—	—	—	—
5.4 Identifies self characteristics which may help or hinder achievement of his/her occupational goals.	—	—	—	—

		Amount of Emphasis			
		None	Little	Moderate	Much
5.5	Describes how personal characteristics may change with age level.	—	—	—	—
5.6	Selects an occupational cluster that is most compatible with personal characteristics.	—	—	—	—
6.1	Gains information about what skills are needed to get a job.	—	—	—	—
6.2	Identifies and utilizes those resources available for gathering information about occupational characteristics.	—	—	—	—
6.3	Identifies and utilizes appropriate criteria for evaluating occupational information.	—	—	—	—
6.4	Describes one's current life context as it relates to vocational decisions.	—	—	—	—
7.1	Describes own values as they relate to occupations, work situations, and personal work behavior.	—	—	—	—
7.2	Describes the relevance of his/her aptitudes and abilities for occupational clusters.	—	—	—	—
7.3	Projects and describes the factors which may influence one's career decisions.	—	—	—	—
7.4	Accepts responsibility for making occupational choices and moving towards occupational goals.	—	—	—	—
8.1	Describes the roles required of workers in various occupations.	—	—	—	—
8.2	Assesses the compromises involved in performing roles required of workers.	—	—	—	—
8.3	Identifies ways in which his/her career behavior affects the lives of those around him/her, e.g., parents, spouse.	—	—	—	—
8.4	Describes ways in which his/her behavior at school and at home affects his/her immediate family.	—	—	—	—
8.5	Describes those factors beyond one's control which operate within the modern work world to stimulate or retard vocational opportunities.	—	—	—	—
9.1	Identifies the changing meanings of work in one's life in relation to other values.	—	—	—	—
9.2	Identifies from a variety of lifestyles those which at present appear to be most compatible with the kind of person one sees oneself to be.	—	—	—	—

TEACHER - COUNSELOR QUESTIONNAIRE

1. Have you made major changes in the program the last two years?

   ___ Yes ___ No

   If so, please describe these changes briefly.

   _____

   _____

   _____

2. Please indicate the percent of students from the 9th grade class that is involved in the program.

   _____ 100% _____ 75% _____ 50% _____ 25%

3. Is there enough variety of occupational exposures to meet the needs of the students?

   ___ Yes ___ No

How Beneficial was the Program	Not Beneficial	Slightly Beneficial	Moderately Beneficial	Highly Beneficial
4. in helping students choose a vocational program?				
5. in helping students choose a career?				
6. in creating an awareness of occupational problems caused by supply and demand				
7. in making students aware of their strengths & weaknesses?				
8. in meeting needs of special populations?				
a. handicapped				
b. non-traditional occupations				
c. gifted & talented				
d. academically disadvantaged				

APPENDIX C

Directions For Administration Of The
"Survey of General Career Information"

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DIRECTIONS FOR ADMINISTRATION OF GENERAL SURVEY PRETEST

_____ 1. The General Survey Pretest should be administered as early as feasible in the school year. (Before the end of the second week of school.)

_____ 2. General Surveys can be administered to all prevocational exploration students or to a sample of at least 25 students.

_____ 3. Response cards have been coded for the survey and numbered. Each student will need two cards to respond to the survey. Questions 1-50 are to be answered on card one, Questions 51-88 on card two.

_____ 4. Please record and retain a list of the participating students' names and corresponding numbers. The same students should participate in the posttest in May.

_____ 5. Please have the students sign the cards where it is printed STUDENT'S SIGNATURE. Students' names should be signed across the ends of the cards only. (See sample card on the following sheet.)

_____ Please indicate on the STUDENT'S SIGNATURE line, M for male and F for female.

_____ 6. Please make sure that the student darkens the entire oval on the response card. Use only the electrographic pencils which have been provided.

_____ Please make sure that there are no other marks on the cards.

_____ 7. Please return the cards to the OAS Department as soon as the pretest is completed. Keep the electrographic pencils and surveys until the posttest is administered in May.

_____ 8. If you have any questions or need more information, contact:

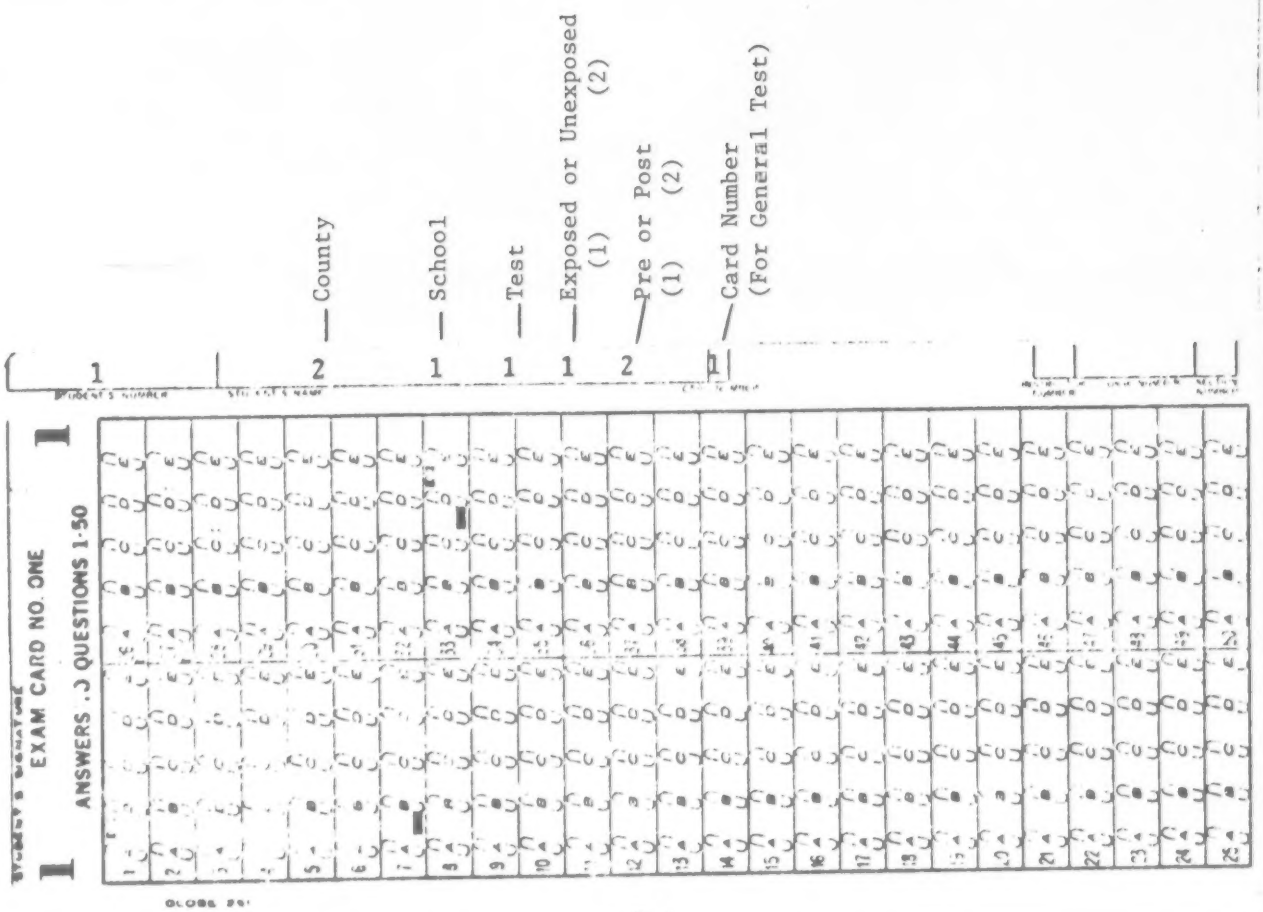
Prevocational Exploration Staff
Occupational, Adult, and Safety Education Department
Marshall University
Huntington, WV 25701
Phone: 696-2380

Survey Numbers

01 -- General Career Information
02 -- Agri-Business and Natural Resources
03 -- Manufacturing
04 -- Public Service
05 -- Health
06 -- Hospitality
07 -- Construction
08 -- Business and Office
09 -- Environment
10 -- Personal Service
11 -- Consumer and Homemaking
12 -- Distribution and Marketing
13 -- Marine and Fresh Water
14 -- Transportation
15 -- Communications and Media

*If a student participated in the pretest and will not be posttested, his/her card should be returned unmarked. Please replace the card in numerical order before returning.

If a student is participating in a posttest and was not pretested, s/he should respond to the survey on an uncoded card. Assign the student a number in sequence with the pretest numbers.


Student's Name Only (specify male or female with "m" or "f")
EXAM CARD NO. ONE
ANSWERS .3 QUESTIONS 1-50
County
School
Test
Exposed or Unexposed (1) (2)
Pre or Post (1) (2)
Card Number (For General Test)
1 2 1 1 1 2

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DIRECTIONS FOR ADMINISTRATION OF GENERAL SURVEY POSTTEST

_____ 1. The General Survey Posttest should be given to the same students who participated in the pretest. Posttest administration should be as late in the school year as feasible and not before about the tenth day of May.

_____ Please make sure that the students' posttest numbers correspond with the pretest numbers.

_____ 2. If a student is participating in the posttest and was not pretested, s/he should respond to the survey on an uncoded card. (Uncoded cards are enclosed.)

_____ 3. If a student participated in the pretest and will not be posttested, his/her card should be returned unmarked.

_____ 4. Please have the students sign the cards where it is printed STUDENT'S SIGNATURE. Students' names should be signed across the ends of the cards only.

_____ Please indicate on the STUDENT'S SIGNATURE line, M for male and F for female.

_____ 5. Please make sure that the student darkens the entire oval on the response card. Use only the electrographic pencils which have been provided.

_____ Please make sure that there are no other marks on the cards.

_____ 6. Please return the cards, surveys, and pencils to the OAS Department as soon as the posttest is completed. Materials should be returned before the last day of school.

APPENDIX D

Directions For Administration
Of Cluster Surveys

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DIRECTIONS FOR ADMINISTRATION OF CLUSTER SURVEY PRETESTS

_____ 1. During the first week of the third nine-weeks (fourth six-weeks) rotation cycle, cluster surveys should be administered as pretests. It is recommended that this be done at the first class meeting of the specified cycle.

_____ 2. A cluster survey should be administered for each cluster in which related occupations are explored.

_____ 3. All students in a rotation section should be surveyed; however, a minimum of 10 is recommended.

_____ 4. Response cards have been coded for the survey and numbered.

_____ 5. Please record and retain a list of the students who participate in each survey and their corresponding numbers. The same students should participate in the cluster survey posttests.

_____ A student can participate in three pretests. (Including the General Survey Pretest.)

_____ 6. Please have the students sign the cards where it is printed STUDENT'S SIGNATURE. Students' names should be signed across the ends of the cards only. (See sample card provided.)

_____ Please indicate on the STUDENT'S SIGNATURE line, M for male and F for Female.

_____ 7. Please make sure that the student darkens the entire oval on the response card. Use only the electrographic pencils which have been provided.

_____ 8. Please return the response cards to the OAS Department as soon as the pretests are completed. Keep the surveys and electrographic pencils until the posttests are administered.

_____ 9. If you have any questions or need more information, contact:

Prevocational Exploration Staff
Occupational, Adult, and Safety Education Department
Marshall University
Huntington, WV 25701
Phone: 696-2380

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DIRECTIONS FOR ADMINISTRATION OF CLUSTER SURVEY POSTTESTS

_____ 1. During the last week of the third nine-weeks (fourth six-weeks) rotation cycle, cluster survey posttests should be administered to the same students who participated in the pretests. It is recommended that this be done during the last class meeting of the specified cycle.

_____ Please make sure that the students' pretest numbers correspond with the posttest numbers.

_____ 2. If a student is participating in the posttest and was not pretested, s/he should respond to the survey on an uncoded card. (Uncoded cards are enclosed.)

_____ 3. If a student participated in the pretest and will not be posttested, his/her card should be returned unmarked.

_____ 4. Please have the students sign the cards where it is printed STUDENT'S SIGNATURE. Students' names should be signed across the ends of the cards only.

_____ Please indicate on the STUDENT'S SIGNATURE line, M for male and F for female.

_____ 5. Please make sure that the student darkens the entire oval on the response card. Use only the electrographic pencils which have been provided.

_____ 6. Please return the cards, surveys and electrographic pencils to the OAS Department as soon as the posttests are completed.

A state university of West Virginia

APPENDIX E

Directions For Conducting Follow-up
Follow-up Instruments

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701

DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DIRECTIONS FOR RECORDING FOLLOW-UP DATA

Information should be recorded in the first three columns of the enclosed "Prevocational Exploration Follow-up" instruments and retained in the counselor's or school administrator's office until the students involved are in the eleventh grade. At that time, the follow-up data should be added and the completed forms returned to the Department of Occupational, Adult, and Safety Education, Marshall University.

_____1. All students in the ninth grade (tenth grade if the level one program is offered only at the tenth grade level) should be listed on instruments and numbered.

_____2. Enter a check mark in the column labeled PVE if the student participated in the prevocational exploration program. If not, leave the space blank.

_____3. Please retain the instruments in order to record the follow-up information when the students are in the eleventh grade.

You will receive directions for completing the follow-up study during the fourth year of your county's vocational evaluation cycle.

If you have any questions or need additional information, contact:

Prevocational Exploration Staff
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701
Phone: 696-2380

A state university of West Virginia

"PREVOCATIONAL EXPLORATION FOLLOW-UP"

County _____ School _____ Grade Level of PVE Program _____

N A M E	No.	PVE	11th USOE Code	12th USOE Code	1 yr Program	Dropped Out of School	

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701

DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DIRECTIONS FOR COMPLETION OF FOLLOW-UP STUDY

The "Prevocational Exploration Follow-up" (PVE Follow-up) instruments should be completed during the fourth year of the county's vocational evaluation cycle. After the eleventh grade students have preregistered for their twelfth grade vocational program choices, the necessary data should be recorded.

If the PVE Follow-up instruments which were issued to your school have been lost or destroyed, please contact the OAS Department at Marshall University for instruments and directions for conducting the follow-up study.

_____ 1. Record the vocational program choices of the eleventh grade students in the indicated column. Use the six digit (01.0100) USOE code for the curriculum. (This is the same code used for the vocational forms which are sent to Charleston.)

_____ 2. Record the twelfth grade vocational program choices for which the eleventh grade students have preregistered.

_____ 3. If a course is a one year program (11th or 12th grade), place a check mark in the indicated column.

_____ 4. If a student dropped out of school, place a check mark in the indicated column. Record the date that the student dropped out of school in the unlabeled column at the far right of the instrument.

_____ 5. If a student transferred out of the school district, write "moved" in the column at the far right of the instrument.

Student Questionnaires should be completed by eleventh grade students who participated in prevocational exploration programs at the ninth grade level. A student must have completed three-fourths of the total cycles in the prevocational exploration program to be eligible to respond to the Student Questionnaire.

PVE Follow-up instruments and Student Questionnaires should be returned to the OAS Department as soon as they are completed.

Prevocational Exploration Staff
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, WV 25701
Phone: 696-2380

A state university of West Virginia

APPENDIX F

Student Questionnaire

STUDENT QUESTIONNAIRE

1. Please check the occupational clusters you explored while in the prevocational program.

____ A. Business & Office

____ B. Communications & Media

____ C. Distribution & Marketing

____ D. Agri-Business & Natural Resources

____ E. Environment

____ F. Fresh Water Science

____ G. Recreation

____ H. Construction

____ I. Manufacturing

____ J. Transportation

____ K. Fine Arts & Humanities

____ L. Consumer & Homemaking

____ M. Health

____ N. Hospitality

____ O. Personal Service

____ P. Public Services

____ Q. Guidance Component

2. Is there enough variety of occupations in the program for you?

____ Yes ____ No

3. Was the program beneficial to you?

____ Yes ____ No

If no, please comment:

_____

_____

_____

	How beneficial was the program	Not Beneficial	Slightly Beneficial	Moderately Beneficial	Highly Beneficial
4.	in helping you choose a vocational program				
5.	in helping you choose a career?				
6.	in making you aware of your strengths and weaknesses				
7.	in making you aware of problems in occupations caused by supply and demand				
8.	in developing decision-making skills?				

9. Were there any barriers that p evented you from enrolling in your first career preparatory choice?

____ Yes ____ No

10. If your answer to the previous question was yes, please check one of the following reasons

____ A. Limitation of number enrolled

____ B. Program not available

____ C. Low scores

____ D. Not aware of the program

____ E. List barrier(s) if those above are not appropriate

_____

_____